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ABSTRACT

There is increasing evidence that American schools are doing a poor job of preparing students for the work force. Several studies have concluded that North Carolina has the worst school-to-work educational training system in the industrialized world. America's educators still have not learned how to deal with the problems that poverty creates for the teaching-learning process, and the erratic reforms in education have been given no time to work. Leaders in these critical times must view their responsibilities from a distant enough perspective to note the linkages among the various social institutions. Educational improvement will be accomplished through the state's community colleges, whose mission includes as a central component the provision of community leadership or work force development. In 1990, Duplin County (North Carolina) felt it was at a turning point; its community college was not satisfied with how it was being received in the community. After applying, it was chosen as a pilot challenge in the ACCLAIM project. After being organized into teams, each team developed an objective to accomplish. Teams 1 and 2 worked on the issue of illiteracy, while Team 3 established a leadership training center. The plan of action for each of these field tests has kept the teams on track and taught them to be more sensitive to their target publics. (HAA)

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Community-Based Programming: Expanding the College Mission of the 21st Century

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COMMUNITY-BASED PROGRAMMING: EXPANDING THE COLLEGE MISSION OF THE 21ST CENTURY

Dr. Donald L. Reichard and Dr. Vic Hackley presentation at 1995-96 ACCLAIM Forum Series, North Carolina State University, 1996.

It is my pleasure to welcome two distinguished speakers and I'll introduce both of them. Then they will take the program from there.

Dr. Lloyd Hackley was born in Roanoke, Virginia where he completed his secondary education. He then joined the United States Air Force and rose to the rank of staff sergeant. He graduated with honors from Michigan State University, receiving a bachelor's degree in international relations. Again while still on active duty, he received the PhD in political science and international relations from the University of North Carolina at Chapel Hill. Dr. Hackley is a distinguished graduate of officers training school and he served 20 years in the U. S. Air Force. His many military decorations include the Brown Star for Valor, the meritorious service medal and the Vietnam Cross for gallantry. Prior to his appointment as president of the North Carolina Community College System in 1995, Dr. Hackley served as Chancellor of Fayetteville State University, vice president of student affairs and special programs of the University of North Carolina, Chancellor of the University of Arkansas, and associate vice president for academic affairs for the University of North Carolina

Our second presenter is Dr. Donald Reichard. Dr. Reichard was born in Greenville, Pennsylvania. He moved to Franklin, Virginia in 1972. He is a graduate of Indiana University in Pennsylvania and the College of William and Mary in Williamsburg, Virginia. He has had experience in the U. S. Army Reserves and the business world. He has been a division chairman of business communications and social science at the Paul D. Camp Community College in Franklin, Virginia. He has served as president of James Sprunt Community College in Kenansville, N. C. since 1989.

It is my pleasure, on behalf of the students and staff, to welcome Dr. Hackley and Dr. Reichard. Thank you for joining us.

Dr. Hackley:
Thank you very much for that introduction and thank you for the invitation. It is a pleasure to be here with you. Generally before I begin a presentation, I cite my sources for philosophical and intellectual discussion. Today, as usual it is from Calvin and Hobbes. I have several books and any of you who need a Calvin and Hobbs fix can come over to my house.

Anyway, what I want to share with you today begins with Calvin talking with Hobbes. Calvin says, "These are interesting times. We don't trust the government. We don't trust the legal system. We don't trust the media and we don't trust each other. We have undermined all authority and with it, the basis for replacing it." Then Hobbes answers, "Interesting is a mild way of putting it." Calvin says, with great delight in his face, "This is like a six year old's dream come true." After watching some of the charades in Washington, I think that was right on the money.

Anyway, as I said, I am really pleased to be here with you this afternoon to chat for a few minutes because you are talking about educational leadership and, therefore, the economic and social future of this state and, therefore, this country. I've got to admit to you, right off, that I am somewhat sentient with respect to planning workshops, retreats, conferences, leadership seminars, task forces, commissions and political campaigns. Since 1983, it seems as though these activities have become substitutes for implementing and sustaining educational reforms. We look at the time, rhetoric and energy we have devoted to these activities after a nation at rest was released, and measure those against the continuing melodies in education. Those two curbs are going in the opposite direction. Money and time are going up and the melodies continue to get worse.

America produces about two million functional illiterates every year with North Carolina adding its share of about 50,000. These numbers are relevant only as literacy is currently defined so they are understated but at least we talk about this problem. The N. C. constitution states that education and more specially equal opportunity and access to that education are necessary for good government and the happiness of mankind. Colleges and schools are instruments of the state and of the community. They are charged with the responsibility of preparing students for full participation in this measure without regard to whom they chose to be their parents. Regardless of race, economic circumstances, geographic location, education is supposed to give everybody the opportunity to become the president of the North Carolina Community College System. It might not make them president of James Sprunt, that's a higher order, but it ought to even the playing field so that the poor among us have the same opportunity to become president.

To the degree that we do not provide high quality education to all of our people to that same degree, then we are reduced as a society. It seems as if this nation, thus this state, will not know enough to compete and succeed in the 21st century. There is increasing evidence that American schools are doing a poor job of preparing students for the work force. Several studies have concluded that we have the worst school to work educational training system in the industrialized world. The worst one. I told that to (the President of the International Center for Leadership in Education Inc. in Schenectady, N.Y.) Willard Daggett recently. He said you do not have the worst one. I said everything I read says that we do. He said you don't have one. In order to be the worst, you gotta have one.

The question that continues to plague and embarrass me is why do we continue to fail to improve our educational outcomes despite the intention of the best minds in America and North Carolina, and despite the inexplicable linkage between the quality and quantity of education available to the whole society and all the best features of a decent society for individuals, for communities, for states and, therefore, for the nation. Why do we keep promising to do things and failing to do so. Well, nobody has all the answers, but a few of them are so obvious that I have even been able to detect them. I'll just share a couple with you. First, America's educators still have not learned how to deal actively with the special problems that poverty has for the teaching-learning process. America still has a problem -- a serious problem with the equity issue. The income gap between our richer citizens and our poor citizens has widened dramatically in recent years. The lowest income group has suffered

a decline in buying power of 1% a year for the past 20 years. Then you take a look at what happens to this as a consequence, what happens to education as a consequence. With regard to extending higher educational opportunities to students from low income backgrounds, we are getting worse. In 1979, a student from a top income family was four times more likely to earn a bachelor's degree than a student from a bottom income family -- four times more likely. Today, that number is thirteen times more likely. So we can't be getting better.

Since 1983, the education issue has become a major factor in political campaigns causing numerous and erratic reforms and giving no reform time to work. It takes about seven years for a reform to take hold and begin to bring about real change. Political life is about two years or less and everybody wants to be the education something -- the education governor, the education president, the education senator, the education representative. To do that I've got to have my name on something. I've got to start something. I don't care what you've started. That's you. The teachers sit out there and say "Okay, reform they're doing, we'll just wait. A day will pass and they'll come up with something else." Those two are causing serious problems. There are some others. You can put yours down and list them, then we'll put them all together and maybe then have some answers to the rest of them. I have about 12, but I just gave you two.

As you know, knowledge has become the key resource for our nation's strength, tying communities more tightly to schooling, tying communities and their schooling quality more tightly to the nation and tying the nation even more tightly to the world's education and economic system. That doesn't mean that they are working, but if knowledge is power and increasing is power, then that means schooling is critical to the development of a society. It ties the schooling into the community, it ties the schooling and the community, whatever part it is to the nation tighter, then ties the nation to the education and economic system of the world. We are no longer trying to be the best student in North Carolina or even better than the students in California. Tokyo, that's who we are competing with. So, if some of our students say I have a 1200 SAT score and you just have 1000, what did the kid in Heidelberg get. That's her competitor. You might be faster than the kid in front of you, but it's like a big truck going up the mountain. I might be fast, I'm ahead of you, but who's ahead of me. They've gone. They are driving the Mercedes 500SL.

Without much question, knowledge producers and knowledge workers will dominate in the 21st century. However, the critical social challenge on which our very survival will depend, is how quickly and how effectively we learn to give productive work, decent incomes, dignity, status and respect to the great majority of our fellow citizens who will have to make their livings in traditional ways. That's the next transformation that will destroy this country if we don't solve it. We will have to think anew about education, its purpose, its value, its content, its quality, its productivity and its service to the local community. Don't forget what I said about schooling tying more tightly to the community than ever before, an acknowledged comment.

According to Peter Drucker (renown organizational management expert), which today's worsening situation confirms, we have not defined these conditions yet. Nor have we defined the institutions which are effective in these times. We need a new community with leaders who can help us cope in

this knowledge-based environment. We have never needed such leadership more desperately than we do right now. Drucker also says that the 20th century was one of social transformation. The 21st century needs to be one of social and political innovations.

One of the world's greatest scientists and teachers said that members of the educational community are morally bound to be relentless in the pursuit of truth. That's what education is, relentless. Once we discover the truth, we are morally forbidden from keeping back any part of that which we have uncovered. Another philosopher said that anyone who lies to us and keeps back the truth for any purpose, especially for purpose of expediency, is a criminal, a coward or both. I consider one of the most import ingredients for successful leadership to be truth, unvarnished and undistorted. Lies don't have colors, a white lie is lying, Shades of truth, spinning truth is lying. Half truths, possible deniability is still lying. It does appear that the truth is taken less seriously today, as important as it is to progress. Many who lie to us, try to justify their action saying at times that it is in the best interest of the people. It has become perfectly acceptable to consider truth to be a modifier, a valuable condition depending on circumstances, depending on lies told by other people, because this condition is a doctrine of relative filth: "I am not as bad, or at least I am no worse than the worst among my kind."

Now we have been in such a period of rapid flux and relativity that we no longer accept the fact that relativity has to be absolute in relation to something. What's the base? Where are we starting? Where are we trying to go? Are we shooting arrows into a blank wall, drawing circles around it and then yelling bull's eye? Where do we want to take the people? Tell the truth about that.

Leaders in these critical times, leaders, and that's what you're aspiring to be, must view their responsibilities from a high enough perspective to note the linkage among the various social institutions that make up an entire community or a state, wherever you are vying for leadership. You have to get above to arrange the seats where they ought to be, especially leaders in our educational institutions. Wherever gaps are found to exist, leaders have to be willing to force, if necessary, those institutions to come back together, to collaborate, to work really well together. No institution should have a mission that is disconnected from the state's mandate with respect to all of its citizens or that is disconnected from direct response to some problem that the state still needs to have solvent. I don't care what institution it is, if the state has a problem, then you need to be working on it. Individual excellent in a single element of the state's education contingency as well as any other public or private enterprise in a community, in a state, is worthless if total context is getting worse. You can brag all you want to about your chair on the Titanic. You can tell all the people that mine is better. It's prettier. I got a better deal than you did. But guess what? A better bragging right ought to be perhaps how long you can tread water.

I mean four-year institutions, for example, brag about the SAT scores of their freshmen class as if that institution made them. We are 48th in the country in our SAT scores so why on earth would any institution brag because it admitted only those students that came out of the top of the class. That's what I am talking about. Why don't you talk about value added to the beginning abilities of the

student. That's what teaching is all about. Work on upgrading all the students so you won't be 48th among all the other states. That's education, when we get it right, and I think we can. When we get it right, leaders working together will fulfill North Carolina's constitutionally established educational mandate for its people, will assure sufficient resources to do the job that needs to be done, ensuring that every adult North Carolinian is prepared to continue to learn as the demand for higher skills evolve. A knowledge-based economy will drive more and more people out of the social and political context.

You've got to figure out how to keep them in. You've got to, or they are going to eat us alive. They outnumber us. We need them because of their location, their flexibility, program delivery and their philosophy. Our community colleges are particularly poised to repair our shameful legacy of under investment in our people, particularly those who are poor or otherwise suffer from some other disadvantages. People who are poor, people who are minorities, people living in rural areas or small towns are living the same way they did fifteen or twenty years ago.

Community Colleges touch the lives of 779,000 of our fellow citizens each year in our programs. Indirectly it affects many, many more in the families, in the communities, in the job place where we deal with these students, 779,000 multiplied by 3 or 4 times. Community Colleges are in all 100 counties. We have established as our vision for the Community College System, the orchestration of the development in North Carolina of the best workforce, education and training system in the world. When I told the board that the other week, they said Dr., why in the world do you want to be the best in the world? I said America is dead last, why in the world would I want to be among those who are dead last. We want to be the best in the world. That's what I feel we deserve.

The principal component of our educational mission is to provide community leadership or work force development and other advances of our people's human services. Community leadership is the focus of the ACCLAIM program. James Sprunt Community College and Guilford Technical College are both undertaking efforts to use the Community College as a base for community leadership. Don Reichard, president of James Sprunt Community College, will speak about the specifics that the work is undertaking. I will not presume to speak for him because he will throw something at me. He's got a bucket of water over there. But I will say that his college has focused its resources on the critical issues of literacy, the charge of economic growth in a rural community and the development of new community leaders for the 21st century. By using the college as a convener of a broad coalition of concerned citizens, Dr. Reichard has led his fellow citizens in an investigation of their community that has resulted in selection of key issues they will address.

The work at Guilford Tech Community College also looks beyond the traditional roles of the college. The critical issue that they chose to scrutinize was workforce preparedness. Under the leadership of Don Cameron, Guilford established a partnership with the Guilford community, and in terms of workforce preparedness they began to address this issue that is so critical to the economic development of their community. An in-depth survey was used to challenge existing employers on how prepared county residents were for their jobs. They are going to change that area forever because they are willing to break the mold and go beyond the norm.

Community Colleges must get all the elements in their communities caught up in a crusade for educational excellence that provides opportunities for all citizens that considers what the community needs to know and be able to do and commit to the best possibilities and all capabilities.

As a graduate of a Community College, I know how far you can go from a Community College education, and I know how to take molds and shape people for the future. You can say that I am talking about what will stimulate more people, because it will challenge them, before, during and after the educational experience.

I am glad that I am here and I'm glad now to turn the podium over to one of the presidents who is on the line, doing the job, making me proud to be a member of the North Carolina Community College System. Thank you.

Dr. Reichard:
It is also a pleasure for me to be with you in this forum today. I am really honored to be with the president of our Community College System, Dr. Hackley. I always tell my staff that the closer you sit to the president the more money you get. I hope that applies to the distribution of funds for our Community Colleges.

This story begins about 1990. You might wonder why a small rural community college, strapped with limited fiscal resources and overworked and underpaid faculty and staff, would attempt to expand its mission. The answer to that question is two-fold. But before you can fully appreciate the answer to the question, I need to give you the context in which it was asked.

First, you need to know where Duplin County is. We are located between Raleigh and Wilmington right off Interstate 40. Kenansville, the county seat, has a population of 1,500. In our efforts, even though we are small, we think big because you will see that Duplin County is a large rural county.

We are noted for several large enterprises. We are the number one agricultural county in the state of North Carolina. We are the world's largest hog producer. We have the world's largest turkey processing plant. We have the world's largest produce market. We are very rural. We have a population of about 50 people per square mile. It's very important for you to understand the challenge that our college faced when we set about to look at what we could do to help our community. Goshen swamp cuts across the top part of the county, creating a huge dividing line. There are only three roads that can be used to get across this swamp. You can be born and raised in Pink Hill, North Carolina, die and never have crossed the swamp and gone to Wallace, North Carolina, even though you live in the same county. If you are from a rural area, you know how important that is and how important that is to any effort of trying to gain a concept of a county as a whole.

James Sprunt is in Kenansville, but the county's population follows I-40 which follows the original railroad. There are several towns going north to south: Calypso, Faison, Warsaw, Magnolia, Rose

Hill and Wallace. On the eastern part of the county, there are the towns of Beulaville, Chinquapin and Pink Hill. About 70% of the county's 40,000 people live in those 10 towns. The largest is Wallace with a population of 3,000.

We felt that the county was at a turning point in 1990 because of the development of Interstate 40 which had not been finished and with the addition of four lanes for Highway 24 between Fayetteville and Morehead City. Also, Highway 11 is going to be four-laned to the Global Transpark. We felt that in 1990, Duplin County was going to be awakened to the world around it because of these major transportation routes coming to the county, which gave it the opportunity to develop and control its future and to enjoy some economic development if it chose to do so.

Likewise, at the college, when we looked at ourselves and how we stood in relation to our community, we were not satisfied with how well James Sprunt was being received in our community, particularly in the economic development arena. We did not feel we were being called upon. We were not seen as a partner in many economic development circles. When we were exposed to the Kellogg proposal that Dr. Boone submitted, it spoke to us very clearly that the community-based programming model could give us a process by which we could reach out to our community. The answer to our original question, why would we want to expand our mission, was twofold. First, Duplin County needed the assistance of some agency to be a catalyst to bring about some strategic planning and development for the county. Second, for the college, we felt that if we were successful in implementing this community-based programming process, we would enhance our own image and thus the respect for the college. Possibly more enrollment and other good things would be the result. We applied to become a pilot college in the ACCLAIM project and we are glad that we were chosen.

In 1992-1993, our first ACCLAIM team was trained. In 1993-1994 the second team was trained and in this last year, our third team was trained. These teams are all made up of faculty, staff, trustees and community leaders. In 1993, Dr. Boone was successful in getting another three-year grant, and we applied to continue as a pilot college.

We participated in the ACCLAIM institutes along with Guilford Technical Community College to try to acquire a sense of what the community-based programming model would mean to our college. In May of 1993, we began to look at implementing the community-based programming process. I am going to show you what we did in trying to field test the model first with team one. The first processual task is to define your own philosophy of community-based programming. A formal definition of community-based programming was adopted by the board of trustees. The third processual task is to revise your mission and goals to reflect the C-BP effort, and we did that.

One of the earlier processual tasks that I failed to mention was number two, to increase your knowledge of your community. I know all of you who are associated with community colleges feel that you know a lot about the service area in which you are located. I was surprised by, as we reviewed our external environments, the amount of information that we were not availing ourselves of , and how we really were not aware of the political, social and economic trends in the environment in which we were operating. We benefited greatly from immersing ourselves and trying to increase

our knowledge of our service area.

The fourth processual task is to appoint an environmental scanning committee. Very simply, our Team 1 was of the perfect makeup called for in the model so I appointed Team 1 as the environmental scanning committee for the county. We came together later and took all of the information we had gained from processual task 2. Then we met for over a half day on campus with Dr. Killacky, who was with ACCLAIM at that time as our facilitator. Our task was to identify, rank and prioritize what we considered to be the critical issues facing Duplin County. It's really easy to stand here and tell you how we did this but I can't give you a sense of how much work and time was involved on the part of the staff, faculty, and trustees. Once we identified all of the issues, we used a set of criteria to prioritize them. The criteria used were severity of the issue to the quality of life in Duplin County, the relationship of that issue to our mission, the feasibility of involving ourselves in that issue and having any kind of resolution occur, and then how much might it cost. Remember we are a small institution.

I will share with you the issue that we chose. Out of the first one, education, literacy and workforce training, Team 1 identified the issue of reducing the illiteracy rate as the issue it wanted to field test. Now let me step aside and say that when you look at institutionalizing the community-based programming model, it is not something that happens by chance. It is something you have to manage. We put a heavy emphasis on internal communication. We organized ourselves into three teams: Team 1, Team 2 and Team 3 with each team having a liaison reporting to me and me reporting to the trustees. Each of those teams had an operational committee. What we did was to organize ourselves into a team concept much like we were using elsewhere in the institution. After organizing ourselves, and having gone through the first five processual tasks, Team 1 was ready to field test the model with the issue of literacy.

The steering committee for Team 1 designed its own action plan. We took the fifteen processual tasks and organized ourselves on a time frame as to what we were going to do when implementing those fifteen processual tasks. If your institution is looking at using this model, I would highly encourage you to develop your own field test action plan to guide your efforts. The steering committee next moved to processual tasks 6,7,8 and 9, which involved confirming with our public the seriousness of the literacy issue. Team 1 sent out several hundred letters to key leaders. We received over 200 back that said yes, literacy was an extremely important issue to the future development of the county. Over 75 individuals said that they would volunteer to serve on a coalition.

The next processual task involved mapping where our literacy students were located. If you will turn back to the picture of Duplin County in your minds, what we found out when we used census track data was that we were able to locate where all of our adults with less than a high school diploma and less than a ninth grade education were located. What complicated the problem was the results showing that our undereducated citizens were spread out all over the county. There was no one location that said, oh boy, we can really go and do something with this segment of the county and get a handle on this problem. Such a wide distribution was going to pose a huge challenge in trying to

serve more undereducated adults.

Team 1, from the 75 individuals, formed a coalition. During five coalition meetings a plan of action was developed to achieve our goal. The goal was to reduce the illiteracy rate in Duplin County from 43% to 30% by the year 2000. The college held a kick-off dinner on June 1, 1995 at which time the coalition presented its plan of action to the public. Since that time, the coalition has formed its own steering committee and it continues to meet with our literacy staff. We feel very comfortable that progress is being made on the issue of illiteracy.

The second team's objectives are two-fold: to field-test the model and to work on our environmental scanning process. I will not have time to talk about the scanning process. The community leader that served on Team 2 was, fortunately, our county's economic development director. After he was exposed to the model, he went out on his own in working with the economic development commission and received a $15,000 grant to form a coalition to develop a strategic plan for Duplin County. In a very real sense, the community-based programming model was the basis upon which he wanted to move ahead. We looked at what we should do with Team 2. We talked with him and we agreed that Team 2 would be divided up among the five task forces that are part of the strategic plan.

Each of you has the strategic plan, the mission statement, and a copy of the Strategic Plan for Economic Growth. The five task forces continue to meet. Two of the task forces are chaired by participants of our ACCLAIM project. I will mention some of the successes that the economic development plan has produced. The economic development task force was successful in getting the county commissioners to fund $5 million of county, state and local funds to build two industrial parks, one in Warsaw and one in Wallace. For the first time, a county-wide committee of 100 has been formed. The Education Task Force is overseeing the completion of a strategic plan to improve Duplin County public schools. The Quality of Life Task Force has assisted the local hospital in recruiting several new physicians. Tourism and recreation has just witnessed the construction of a 70-acre public recreational lake which will open in the next year. Finally, the Community Development Task Force is concentrating on a plan to expand housing in the county.

The final team finished their training last year. Team 3 chose to establish a leadership training center in Duplin County. Its issue statement says that the development of leadership training opportunities would enhance the economic growth and improve the quality of life in Duplin County. Team 3 is serving as the leadership planning team. It has conducted an exhaustive scan of leadership programs in North Carolina as well as several in Georgia and one in Florida at Gulf Coast Community College. The key target publics are women, Hispanics, African Americans, and older adults as well as the more traditional population. We are going to collaborate with our chambers, businesses and industries and the other groups. The leadership planning team has surveyed 900 of our Duplin County citizens to assess their interest. First of all, they were asked, "Did you consider the lack of leadership development training programs a major obstacle in the future success of Duplin County?" All responses said, "absolutely."

Very soon the leadership planning team will form a coalition. The coalition will develop a plan of action to establish a leadership training center.

What lessons has the college learned in implementing the Competency-Based Programming model? Forming coalitions is critical. You cannot underestimate how important it is that, when you form a community coalition, you had best do it right. Employ the very best resources that you can find. In our case, we used facilitators from the University of Georgia, who did an excellent job.

The plan of action for each field test has kept us on track. We think it is very important. Also, C-BP has taught us to be more sensitive to our target publics. There is a lot of overlap between C-BP and the total quality improvement models that have emerged recently. Instead of now saying we need to do something for this group or that, we say what can we do **with** this group to help resolve the issue. That might be a minor change in your thinking of how you deal with your constituents. Rather than trying to do things **for** them, you need to do things **with** them. It has helped us to focus on our community. It is time-consuming. You either have to bite the bullet and devote the time or not engage in the project. We do have a grant now, but it doesn't nearly begin to pay for the fiscal and human resources it takes to engage in community-based programming.

We feel very comfortable with our community-based programming role. We find ourselves using this model in many ways without even thinking about it. To give you an example, we were concerned about the lack of Internet access.

If you want to be on the Internet in Duplin County, you have to pay for long distance phone calls. Can you see how that is going to be a major obstacle in the growth and progress of a county if you can't even get on the Internet in 1996? We talked among ourselves about how serious a problem we considered this to be. Before you knew it, we brought in the Board of Education and the superintendent. After that we brought in the county manager and his staff. Last week, we had a meeting of all the town agencies, all the social agencies, everybody we could think of to talk about how we leverage enough resources and power to have a company come in and provide local access. How can we establish a wide area network? Five years ago, the college would have been very reluctant to serve in that catalyst role to bring together these diverse groups and then try to tackle an issue like that. So it has become very comfortable for us. We are saying that community-based programming really enhances your college's ability to plan because of its emphasis on environmental scanning and understanding your environment.

I could go on and on with our feelings about the project. I will end by telling you that we feel that it has helped to prove the original question. It has helped to improve the quality of life in Duplin County in many ways . We hope to see much more success in the future. We feel it has enhanced the reputation of the college. People turn to us much more now than they did before. We are very committed to continuing with the project.

Host:
I want to say to Dr. Hackley and Dr. Reichard that you certainly stimulated me and got me to thinking particularly as we talk about the deficit in our educational system in relationship to the educational systems around the world, the outcomes that we are not producing that we ought to produce. Certainly as we have gotten into this idea as a community, the idea that the community can connect or ought to be connected to the educational system and to all the other important systems within the community. I want to say, your presentations are outstanding.